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ABSTRACT

This annotated bibliography features some of the current holdings of the Test Center at the Northwest Regional Educational Laboratory (Oregon) lending library on the topic of alternative assessment. There are two sections to the bibliography: a listing of the articles in alphabetical order by primary author, and an index. A set of descriptors was developed to make articles easier for users to find. A complete list of all descriptors used, with a brief definition of the descriptor, prefaces the index. In the states of Alaska, Idaho, Montana, Oregon, and Washington, the articles may be borrowed for three weeks free of charge from the Test Center. Users in other states are charged a handling fee. (EH)

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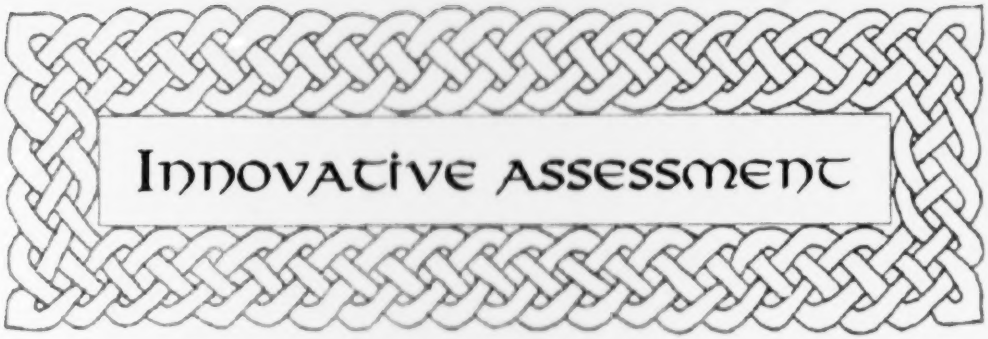

BIBLIOGRAPHY OF ASSESSMENT ALTERNATIVES:

SOCIAL STUDIES

SO 026 376

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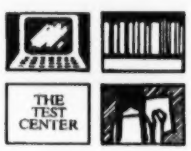

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Innovative Assessment

Bibliography of Assessment Alternatives: SOCIAL STUDIES

April 1995 Edition

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BIBLIOGRAPHY OF ASSESSMENT ALTERNATIVES: SOCIAL STUDIES

April 1995

The following articles represent some of the current holdings of the Test Center lending library. Presence on the list does not necessarily imply endorsement; rather, articles are listed solely to provide ideas to those pursuing these topics.

There are two sections to the bibliography: a listing of the articles themselves in alphabetical order by primary author, and an index. The index helps the user find relevant references. In order to make articles easier for users to find, a set of descriptors was developed, each document was analyzed using this set of descriptors, and an index using the descriptors is provided. A complete listing of all descriptors used (with a brief definition of the descriptor) prefaces the index.

In the states of Alaska, Idaho, Montana, Oregon, and Washington, these articles may be borrowed free of charge on a three-week loan from the Test Center. Users in other states are charged a handling fee. The shelf number for each item is listed at the end of the article. For more information, please contact Matthew Whitaker, Test Center Clerk, (503) 275-9582 or use e-mail: testcenter@nwrel.org for more information.

Adams, Dennis, and Mary Hamm. ***Portfolio Assessment and Social Studies: Collecting, Selecting, and Reflecting on What Is Significant.*** **Located in: Social Education, February 1992, pp. 103-105.**

This is a general orientation to portfolios and includes a general rationale for the use of portfolios in social studies, types of items that might be included in such portfolios, various purposes for such portfolios and how this might affect content, types of containers for portfolios, and a short list of what might be included in a "teaching portfolio" to help teachers self-reflect.

(TC# 700.6PORASS)

Alberta Department of Education. ***Social Studies 30, Grade 12 Diploma Examination*** **for** ***January 1993, June 1993,*** **and** ***January 1994.*** **Available from: Minister of Education, Alberta Education, Student Evaluation Branch, 11160 Jasper Ave., Edmonton, AB T5K 0L2, Canada, (403) 427-2285.**

Alberta Education develops high school diploma examinations in several course areas. These combined with school-awards "marks" are used to assign credit for courses.

There are two parts to the examination: multiple choice and essay. The essay requires students to take and defend a position on one of two issues. The documents we received only contain the test books. Scoring procedures are not discussed

(TC# 700.3SOCSTU)

Alberta Department of Education. ***Grade 12 Diploma Examination—Social Studies 30,*** **January 1991. Available from: Alberta Department of Education, Student Evaluation Branch, Box 43, 11160 Jasper Ave., Edmonton, AB T5K 0L2, Canada, (403) 427-2285.**

This document is the test booklet for the *Grade 12 Diploma Examination in Social Studies*. It contains a multiple-choice section and an essay section. See other entries for Alberta Education for related information.

(TC# 700.3DIPEXA)

Arter, Judith A. ***Integrating Assessment and Instruction,*** **1994. Available from: Northwest Regional Educational Laboratory, 101 SW Main St., Suite 500, Portland, OR 97204, (503) 275-9582, fax: (503) 275-9489.**

Although not strictly about social studies assessment, this paper is included because of its discussion of how, if designed properly, performance assessments can be used as tools for learning in the classroom as well as tools for monitoring student progress.

(TC# 150.6INTASI)

Arter, Judith A. ***Performance Criteria: The Heart of the Matter,*** **1994. Available from: Northwest Regional Educational Laboratory, 101 SW Main St., Suite 500, Portland, OR 97204, (503) 275-9582, fax: (503) 275-9489.**

Although not strictly about social studies assessment, this paper discusses an important issue that pertains to performance assessment in general—the need for clear and well thought out scoring mechanisms. The paper discusses what performance criteria are, the importance of good quality performance criteria, how to develop performance criteria, and keys to success.

The author argues for generalized, analytical trait performance criteria that cover all important aspects of a performance and are descriptive.

(TC# 150.6PERCRH)

Baker, Eva L., Pamela R. Aschbacher, David Niemi, et al. *CRESST Performance Assessment Models: Assessing Content Area Explanations*, April 1992. Available from: CRESST-UCLA, Center for the Study of Evaluation, 405 Hilgard Ave., 145 Moore Hall, Los Angeles, CA 90024, (310) 206-1532.

The authors provide two detailed examples of performance assessments used to assess student understanding of subject matter content. One example uses essays in history, the other is for chemistry. The document includes specifications for duplicating the technique with other subject matter areas, rater training, scoring techniques, and methods for reporting results.

The history example asks students to write an essay on the Lincoln-Douglas debates. Student background knowledge is assessed using a vocabulary test. Essays are scored on: use of concepts and facts, the avoidance of major misconceptions, and the quality of the argument presented. Use of concepts/facts and avoidance of major misconceptions is based on counting the number of instances that students used facts or historical misconceptions. (There is some debate about the desirability of evaluating essays based on counting various features.) Quality of argumentation is based on a judgment by the rater. Samples of student work are included.

(TC# 000.3CREPEA)

Baker, Eva L., Marie Freeman, and Serena Clayton. *Cognitive Assessment of History for Large-Scale Testing.* Located in: Merlin C. Wittrock and Eva L. Baker (Eds.), Testing and Cognition, 1991. Available from: Prentice-Hall, Englewood Cliffs, NJ 07632.

The authors describe research in which they attempted to develop valid formats for eliciting students' thoughtful explanations about history concepts, create valid scoring criteria for quality, and explore these developments for large-scale assessment. This is a shorter description of the same research reported elsewhere on this bibliography (Baker, TC# 000.3CREPEA).

(TC#750.3COGASH)

Barone, Thomas. *Assessment as Theater: Staging an Exposition.* Located in: Educational Leadership, February 1991, pp. 57-59.

The REACH project tries to enrich the study of humanities in rural schools in South Carolina by encouraging students to work in groups to explore the history and culture of their communities. Examples of projects have included comparing the students' home town to Thorton Wilder's *Our Town*, and researching the role of the students' home town in major

historical events. Projects are presented in a "REACH Humanities Exposition"—essentially, an "exhibition of mastery." Students have about 20 minutes for their presentations and can use any medium they wish—drama, media, reading essays or stories, etc. Students also develop portfolio displays of their projects.

The paper does not detail the student outcomes hoped to be attained through the project. Even though the author calls this "authentic assessment," it seems to be more a "celebration" than an assessment. For example, there is no discussion of how the presentations and portfolios are assessed; it seems to be a very informal process where the audience draws it own conclusions about student competence while observing the presentations.

The paper is included here because it provides an example of student projects that could be used in an assessment.

(TC# 750.3ASSTHS)

British Columbia Ministry of Education. ***Performance Assessment: Primary, Early, Late, Intermediate, and Graduate,*** **Draft, August 1992. Available from: Ministry of Education, Assessment Branch, Parliament Buildings, Victoria, BC V8V 2M4, Canada. (604) 387-4611, fax (604) 356-2504.**

This is a Macintosh, HyperCard disk containing a host of performance assessments developed by the British Columbia Ministry of Education for all grade levels and subject matter areas.

(TC# 000.3BCPERA)

California Department of Education. ***Sampler of History-Social Science Assessment—Elementary (Preliminary Edition)*** **and** ***Secondary (Draft),*** **January 1994 and Spring 1993. Available from: California Department of Education, Bureau of Publications, PO Box 271, Sacramento, CA 95812.**

Two publications are included in this document—Samplers for Elementary (Grades 4/5) and Secondary (Grade 10). The Elementary document includes a description of the California History-Social Sciences curriculum framework, sample exercises (multiple-choice and essay), a model for what to put in an essay prompt, a scoring guide for the essays, and sample student responses to illustrate the scoring guide. Each essay takes 15-30 minutes. Four essay tasks with student work samples are included. Essay scoring uses a six-point holistic rubric that covers development of historical ideas, historical accuracy, and communication. A student version of this scoring guide separates the scoring explicitly into traits.

The Secondary document includes sample items from the 1992 and 1993 field tests (multiple-choice, justified response, short answer, essay, and historical investigation), scoring procedures for each type of item, and sample student responses for one of the essay prompts. "Justified response" items are multiple choice to which the students adds a justification for the answer they selected. Responses are scored on a scale of 0-3 using criteria of thoughtfulness,

coherence, historical accuracy and insight. Students have 5 minutes for each response. Short-answer questions take 10 minutes. They are scored on a scale of 0-3 for documentation, position, thoroughness and presentation. Essays may ask students to take a position, compare and contrast points of view, or analyze a historical personality, event or movement. Students are scored on a scale of 0-6 for position, thoroughness, documentation and presentation. The historical investigation is a group task that takes one to two class periods. Students are scored on a scale of 1-6 in four areas. group and collaborative learning, critical thinking, communication of ideas, and historical knowledge.

(TC# 700.3SAMHIS)

Center for Civic Education. *National Standards for Civics and Government*, 1994. Available from: Center for Civic Education, 5146 Douglas Fir Rd., Calabasas, CA 91302, (818) 591-9321.

The National Standards for Civics and Government were developed in response to two of the Goals 2000 goals.

- *By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including...civics and government...so that they may be prepared for responsible citizenship, further learning, and productive employment...*

  All students will be involved in activities that promote and demonstrate...good citizenship, community service, and personal responsibility.

- *By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to...exercise the rights and responsibilities of citizenship.*

These standards are intended to help schools develop competent and responsible citizens who possess a reasoned commitment to the fundamental values and principles that are essential to the preservation and improvement of American constitutional democracy.

This document is limited to content standards specifying what students should know and be able to do in the field of civics and government. Content standards are not course outlines. They are "exit" standards; they specify what students should know and be able to do as they "exit" or complete the 4th, 8th, and 12th grades.

(TC# 730.5NATSTC)

Clarridge, Pamela Brown, and Elizabeth M. Whitaker. *Implementing a New Elementary Progress Report.* Located in: Educational Leadership, October 1994, pp. 7-9. Also available from: Tucson Unified School District #1, 1010 E. Tenth St., Tucson, AZ 85719.

This paper reports on one district's attempt to revise its report card for grades K-5. Staff decided on a rubric approach. In grades 1-5, rubrics using four-point scales were developed for five "learner qualities"—self-directed learner, collaborative worker, problem solver, responsible citizen, and quality producer. Rubrics were also developed for eight content areas: reading, writing, listening/speaking, mathematics, social studies, science, health, and fine arts. Room is provided on the report card for teacher comments, and a list of the items used as the basis for the judgment about student ability (e.g., classroom observation, portfolios).

The authors describe development and pilot testing, preliminary responses from parents and students, plans for revision, and insights (such as "this approach to reporting requires a thorough understanding of the curriculum by both parents and teachers").

(TC# 150.6IMPNEE)

Conley, David T. *Proficiency-Based Admission Standards*, January 8, 1995. Available from: PASS Project, Oregon State System of Higher Education, Office of Academic Affairs, PO Box 3175, Eugene, OR 97403, (503) 346-5799.

This paper describes the Oregon Board of Higher Education's new policy on admitting students by demonstration of competencies rather than just numbers of courses taken or GPA. Included is the rationale for the approach (including the incongruity between traditional college admissions procedures and the attempt by K-12 schools to restructure), a list of the competencies, ideas for assessment, ideas for how high schools might need to change in order to ensure students meet admissions standards, and commonly asked questions.

Competencies include content standards for subject areas (science, math, etc.), as well as basic and process skills standards (writing, reading, critical thinking, etc.).

The paper addresses the concern by some parents and teachers that changes in K-12 education won't mean anything if students are still admitted to college using traditional methods. The authors point out that similar changes in college admissions policy are occurring in many places.

(TC# 150.6PROBAA)

Crabtree, Charlotte. ***National History Standards Project—Progress Report and Abridged Draft Standards*****, March 1994. Available from: National Center for History in the Schools, University of California, 10880 Wilshire Blvd., Suite 761, Los Angeles, CA 90024.**

This document is a working paper that reports the progress of the National History Standards Project as of March 1994. Included in this report are (1) standards clarifying the processes of historical thinking all students should acquire; (2) standards for grades kindergarten through four; and (3) standards for all ten eras in United States history.

(TC# 750.5NATHIS)

CTB Macmillan/McGraw-Hill. ***CAT/5 Performance Assessment Component, 1993.*** **Available from: CTB Macmillan/McGraw-Hill, 2500 Garden Rd., Monterey, CA 93940, (800) 538-9547, fax (800) 282-0266.**

The "CTB Performance Assessments" are designed to either be stand-alone or integrated with the CAT/5 or CTBS/4. There are five levels for grades 2-11. The total battery includes reading/language arts, mathematics, science, and social studies and takes 2-3 hours to administer. There are 12 to 25 short- to medium-response questions for each subtest.

The social studies subtest takes 30 minutes. Questions are grouped around a common theme. For example, questions on one level are on the theme of railroads. Students read several short passages and answer short questions, some of which require background knowledge from the students. Many of these questions resemble multiple-choice questions with the choices replaced by short answers.

Some of the answers are scored right/wrong and some are scored holistically. The materials we received contain no examples of the holistic scoring so we are unable to describe it. Scoring can be done either locally or by the publisher. When the *Performance Assessments* are given with the CAT/5 or CTBS/4, results can be integrated to provide normative information and scores in six areas. There are only three, however that use the social studies subtests: demonstrating content and concept knowledge, demonstrating knowledge of processes/skills/procedures, and using applications/problem-solving strategies. When the *Performance Assessments* are given by themselves, only skill scores are available.

The materials we received contain sample administration and test booklets only. No technical information or scoring guides are included.

(TC# 060.3CAT-5a)

Curriculum Corporation. ***Studies of Society and Environment—A Curriculum Profile for Australian Schools,*** **1994. Available from: Curriculum Corporation, St. Nicholas Pl., 141 Rathdowne St., Carlton, Victoria, 3053, Australia, (03) 639-0699, fax (03) 639-1616.**

This document represents the social studies portion of a series of publications designed to reconfigure instruction and assessment in Australian schools. The project, begun in 1989, was a joint effort by the States, Territories, and the Commonwealth of Australia, initiated by the Australian Education Council.

The profiles are not performance assessments, per se, in which students are given predeveloped tasks. Rather, the emphasis has been on conceptualizing major student outcomes in each area and articulating student development toward these goals using a scope and sequence that resembles developmental continuums. These continuums are then used to track progress and are overlaid on whatever tasks and work individual teachers give to students.

The social studies profiles cover the strands of (1) time, continuity, and change; (2) place and space; (3) culture; (4) resources; (5) natural and social systems; and (6) investigation, communication, and participation. Each strand has sub-areas called "organizers." For example, the strand of "resources" has organizers: use of resources, people and work, and management and enterprise. Each organizer is tracked through eight levels of student learning and development. For example, students at level one in "resources" can "identify resources used and valued." Students at level eight "evaluate global resource use and justify their own position on options for the future."

There are lots of support materials that describe what each strand means, how to organize instruction, types of activities to use with students, and how to use the profiles to track progress. Samples of student work are included to illustrate development. The documents say that the levels have been "validated," but this information is not included in the materials we received.

(TC# 700.5STUSOE)

Darling-Hammond, Linda, Lynne Einbender, Frederick Frelow, et al. ***Authentic Assessment in Practice: A Collection of Portfolios, Performance Tasks, Exhibitions, and Documentation,*** **October 1993. Available from: National Center for Restructuring Education, Schools, and Teaching (NCREST), Box 110 Teachers College, Columbia University, New York, NY 10027.**

This book contains sample performance assessments for grades 1-12 in science, math, social studies, writing and drama from a number of sources. Formats include exhibitions, projects, on demand performance assessments and portfolios. The authors have included reprints of papers that discuss characteristics of "authentic" assessment, performance task design, and portfolios. Not all assessment information is reproduced; usually the authors have excerpted or summarized information. Performance tasks are more thoroughly covered than

performance criteria. In most cases no technical information or sample student responses are provided.

The four social studies examples are all secondary: oral history, American revolution, reconstruction, and geography.

(TC# 000.3AUTASP)

Flood, James, Diane Lapp, and Greta Nagel. *Assessing Student Action Beyond Reflection and Response.* Located in Journal of Reading, February 1993, pp. 420-423.

In this paper, the authors don't discuss assessing students' ability to read as much as discuss the use of multicultural literature to change student attitudes and social behaviors. They discuss ways to assess the extent to which attitudes and behaviors change: analyzing journal entries about the books they read, analyzing formal responses to what is read, student surveys that ask about behavior outside of school, and teacher logs. Survey questions and a sample teacher log are provided. There is no assistance in this paper about how to analyze journal entries or response papers. Some student statements are included. No technical information is included.

(TC# 730.6ASSSTA)

Geography Education Standards Project. *Geography for Life—National Geography Standards 1994.* Available from: National Geographic Research & Exploration, 1145 17th St., NW, Washington, DC 20036.

"Geography is the science of space and place on earth's surface. Its subject matter is the physical and human phenomena that make up the world's environments and places. Geographers describe the changing patterns of places in words, maps, and geo-graphics, explain how these patterns come to be, and unravel their meaning. Geography's continuing quest is to understand the physical and cultural features of places and their natural settings on the surface of earth."

"These geography standards identify what American students should learn—a set of voluntary benchmarks that every school and school district may use as guidelines for developing their own curricula."

There are chapters that discuss the goals of geography instruction generally and chapters targeted at grades K-4, 5-8, and 9-12 specifically.

(TC# 740.5NATGES)

Herman-Cooper, Joan, Pamela Aschbacher, and Lynn Winters. ***Issues in Developing Alternative Assessments*****, 1990. Available from: CRESST, 405 Hilgard Ave., 145 Moore Hall, Los Angeles, CA 90024, (310) 206-1532.**

This document contains the handouts for a workshop developed by the authors. It contains an overview of changes in assessment that are occurring right now, a general outline of how to develop a performance assessment, and some sample performance assessment ideas and projects. The latter consists of three in social studies, five in writing, three in math, two in science, and two in portfolios. The samples are briefly described, but generally include a description of both task and criteria.

(TC# 000.3ISSDEA)

Hibbard, K. Michael. ***Region 15 - Together for Students - A Community of Learners*****, 1993. Available from: Region 15 School District, PO Box 395, Middlebury, CT 06762, (203) 758-8250.**

This document contains handouts used in an overview of the Pomperaug Regional School District 15 student assessment system. In addition to a general overview and philosophy statement, the handouts include sample assessment materials in science, social studies, math, and writing for grades 1-12.

The social studies information includes checklists for assessing an "issue controversy" and two sample topics for such a discussion.

No technical information nor samples of student work are included.

(TC# 000.6TOGSTC)

Horn, Kermit, and Marilyn Olson. ***1992-1993 Lane County Fourth Annual Project Fair. Official Guidelines, Criteria & Registration Forms for Grades K-12.*** **Available from: Kermit Horn or Marilyn Olson, Project Fair Coordinators, Instructional Services Division, Lane Education Service District, PO Box 2680, Eugene, OR 97402, (503) 689-6500.**

This document is the handbook given to students in grades K-12 interested in registering for the Lane County project fair. It contains information on registration, criteria by which projects will be judged, as well as help with getting started.

The document also gives some excellent ideas on interdisciplinary projects.

Some journal entries from past submissions are included to show students what to do. No samples that illustrate score points on criteria are included and the criteria, although an excellent start, are still a little sketchy.

(TC# 000.3LANCOP)

Kentucky Department of Education. ***Kentucky Instructional Results Information System (KIRIS) Open-Response Released Items*****, 1991-1992. Available from: Advanced Systems in Measurement & Evaluation, Inc., PO Box 1217, 171 Watson Rd., Dover, NH 03820, (603) 749-9102. Also available from: Kentucky Department of Education, Capitol Plaza Tower, 500 Mero St., Frankfurt, KY 40601, (502) 564-4394.**

This document contains the released sets of exercises and related scoring guides from Kentucky's 1991-92 grade 4, 8, and 12 open-response tests in reading, math, science, and social studies. It does not contain any support materials such as: rationale, history, technical information, or sample student work.

There are three to five tasks/exercises at each grade level in each subject. All social studies questions require a short (less than a page) written response. Examples of questions include: writing a letter to the mayor that describes a local problem and offers a solution; design a study that would examine the relationship between homework and grades; and discuss how the open door policy of the US has influenced American society. Scoring is task specific and each response receives only one holistic score. For example, to get a "4" on the open-door question, the "student discusses three or more influences the open door policy has had, and shows how it has benefited and/or been biased against some cultures." Sample student responses are provided.

(TC# 060.3KENINR)

Kobrin, David, Ed Abbott, John Ellinwood, and David Horton. ***Learning History by Doing History.*** **Located in: Educational Leadership, April 1993, pp. 39-41. Also available from: Brown University, Providence RI 02912.**

This paper is not about assessment per se. It discusses goals of social studies and presents some interesting activities that could be used for instruction or assessment.

(TC# 750.5LEAHID)

Kon, Jane, and Giselle Martin-Kniep. ***Students' Geographic Knowledge and Skills in Different Kinds of Tests: Multiple-Choice Versus Performance Assessment.*** **Located in: Social Education, February 1992, pp. 95-98.**

This study compared performance on a multiple-choice test to that on three performance assessment tasks (planning a camping trip, preparing an evacuation plan, and deciding whether

to develop a coal field on an island). Criteria for the performance assessments were task-specific and the tasks required some role-playing. The authors state that the results of the study lend support to the idea that performance assessments should supplement other tests, and provide some guidance on the design of performance assessment tasks.

(TC# 740.3STUGEK)

Ladwig, James G., and M. Bruce King. *Restructuring Secondary Social Studies: The Association of Organizational Features and Classroom Thoughtfulness.* Located in: American Educational Research Journal 29(4), Winter 1992, pp. 695-714.

The authors report on a study in which they attempted to determine the extent to which school restructuring (e.g., flexible class length, increased preparation time for teachers, opportunities for collegial planning) affects classroom thoughtfulness. They found that restructuring per se doesn't affect classroom thoughtfulness. It has to be combined with curricular and instructional changes. For example small class sizes and extended class periods can facilitate implementation of a curriculum that emphasizes exploration by students of fundamental questions and thoughtful discourse.

This paper is included on the bibliography because an appendix includes the instrument the authors used to assess classroom thoughtfulness. Each class is observed at least five times and rated on six features: (1) there was sustained examination of a few topics rather than superficial coverage of many; (2) the lesson displayed substantive coherence and continuity; (3) students were given an appropriate amount of time to think and prepare responses to questions; (4) the teacher asked challenging questions and/or structured challenging tasks; (5) the teacher was a model of thoughtfulness; and (6) students offered explanations and reasons for their conclusions.

(TC# 700.4RESSES)

Lawrence, Barbara. *Utah Core Curriculum Performance Assessment Program: Social Studies,* 1993. Available from: Profiles Corporation, 507 Highland Ave., Iowa City, IA 52240.

The Utah State Office of Education has developed 90 constructed response items in mathematics, science and social studies (five in each of grades 1-6 for each subject) to supplement multiple-choice tests already in use. Assessments are designed to match the Utah Core Curriculum. Although districts must assess student status with respect to Core Curriculum goals, the state developed assessments are optional.

The social studies tasks are designed to measure four skills—describing (describing, locating, defining), explaining (explaining, discussing, comparing, and interpreting), analyzing/evaluating, and creating (creating, writing, outlining). Tasks include such things as grocery shopping (grade 1), planning a pet care service (grade 3), and interpreting the finds from an archeological dig (grade 6). Each task has several questions. For example, the pet

care task in grade 3 asks these questions: "How will you decide what to charge for walking dogs? here are two different ways you could set you price. Write an X beside the way you think is best. Explain your choice in a few words." "How will dividing up the work this way help the business? Mark your choices with an X." All student responses are either visual (e.g., in the lower grades students circle objects or draw lines between objects) or written. Responses are mostly short answer—several words to one or two paragraphs.

Scoring is task specific. Students receive between 0-1 and 0-4 points for each response. Task specific scores rate correctness of response (e.g., to get 3 points for the "dividing up work" question, the student must mark the first, third and fourth responses), or relative quality of the response (e.g., to get 2 points on the "charge for walking dogs," the student must "make a choice and explain why"). Points are totaled for each task. Then points are totaled across tasks for each of the four skill areas. Four levels of proficiency on each skill are identified: advanced, proficient, basic and below basic. Cut scores fore each level are given, but there is not rationale provided for these cuts.

Assessment activities are bound in books for each grade level/subject. Each task includes teacher directions, student test taking materials, and scoring guides. No technical information or student responses are included in the document we received.

(TC# 700.3UTACOC)

Lehrer, Richard, Julie Erickson, and Tim Connell. *Assessing Knowledge Design.* Available from: University of Wisconsin-Madison, School of Education, 1025 W. Johnson St., Madison, WI 53706

This is a paper presented at the annual meeting of AERA, April 1992, San Francisco.

The authors describe a project in which fifth, sixth and ninth grade students design hypermedia documents in social studies for their peers. Topics have included such things as "colonial times," "immigration," "imperialism," and "lifestyles." The goal is to develop student skill in defining problems, problem decomposition, project management, finding information, developing new information, selecting information, organization information, representing information, evaluating the design, and revising the design.

The authors developed a system to analyze student discourse in a design environment. Student design teams were videotaped and the tapes analyzed for the seven behaviors listed above. Changes in discourse occurred over time (e.g., percent of time devoted to design increased from 3% to 42%). Students also complete the *Project Assessment Questionnaire*, 65 statements on which students respond from "does not describe me at all" to "describes me very well." The authors also attempted to assess transfer of skills to new (non-hypermedia) research projects.

The assessment tools themselves are not reproduced in this paper, however the paper provides a good list of references.

(TC# 700.6ASSKND)

Littleton Public Schools. ***Using Alternative Assessments to Measure Progress Toward School and District Outcomes (Littleton Alternative Assessment Project)*****, 1991. Available from: Littleton Public Schools, 5776 S. Crocker St., Littleton, CO 80120, (303) 347-3300, fax (303) 347-4394.**

This document was assembled by Littleton as part of a presentation for the ASCD Consortium on Expanded Assessment meeting in San Diego, 1991. One section of the document describes a research performance assessment for fifth graders that includes the task description and an outline of performance criteria.

(TC# 150.6LITALA)

Maryland Assessment Consortium. ***Information Packet*****, 1993. Available from: Jay McTighe, Maryland Assessment Consortium @Frederick County Public Schools, 115 E. Church St., Frederick, MD 21701, (301) 694-1337, fax (301) 694-1800.**

This handout contains an overview of the Maryland Assessment Consortium and two sample elementary assessment tasks. The first is an integrated task (social studies, science, and writing) which requires students to compose an "Aesop's Fable" after reading and analyzing one and discussing where they come from. The second is a math activity on planning a backpacking trip. Some scoring guides are task specific and others are generalized. Task-specific scoring tends to be used for knowledge questions and generalized scoring tends to be used for "big" outcomes such as problem solving. No student work or technical information is included.

(TC# 000.3MARASC)

Maryland Department of Education. ***Maryland School Performance Assessment Program, Sample Task and Scoring Tools*****, 1992. Available from: Gail Lynn Goldberg, Maryland Department of Education, Maryland School Performance Assessment Program, 200 W. Baltimore St., Baltimore, MD 21201, (410) 767-0100.**

Maryland has released six performance tasks that illustrate the 1992 assessment. This review is based on three of them, one task at each of grades 3, 5, and 8. The tasks are integrated across subject areas and use some combination of information and skills in science, math, writing, reading, and social studies. The three tasks we have relate to the weather (Grade 3), snowy regions of the country (Grade 5), and collisions (Grade 8). Each task has both individual and group work and proceeds through a series of exercises that require reading,

designing and conducting experiments, observing and recording information, and writing up results.

Student responses are scored using two basic approaches: generalized holistic or analytical trait scoring for the "big" outcomes such as communication skills, problem solving, science process skills, and reasoning; and task-specific holistic ratings of conceptual knowledge and applications. For example, the "snowy regions" task is scored for ability to construct a map, and using "word and sentence order and language choices to express meaning with style and tone."

The materials we have allude to anchor performances and training materials, but these are not included in our samples. Neither information about student performance, nor technical information about the tests is included.

(TC# 060.3MARSCP)

Maryland Department of Education. ***Maryland School Performance Assessment Program: Public Release Task*****, July 1994. Available from: Maryland School Performance Assessment Program, 200 W. Baltimore St., Baltimore, MD 21201, (410) 333-2000.**

This document contains Grades 3, 5, and 8 released sets for integrated social studies and language arts performance-based assessments. The released sets are designed for illustrating the types of activities, questions, and responses that are required of students.

The tasks ask students to respond to several questions around a theme. For example, in one grade 5 task, the theme is "Child Labor." Depending on the task, students might work in groups or read auxiliary information. Some responses are short and are scored right/wrong, while others are longer and require more thoughtfulness on the part of the student. Long responses are scored using a 2-, 3-, or 4-point scale, depending on the skill assessed.

Some performance criteria are very task specific and others are generalized and used across questions assessing the same skill. The documents include scored student work, but no technical information.

(TC# 700.3MSPPUR)

Massachusetts Department of Education. ***On Their Own: Student Response to Open-Ended Tests in Social Studies [Massachusetts Educational Assessment Program]*****, 1989-1991. Available from: Massachusetts Department of Education, 350 Main St., Malden, MA 02148, (617) 388-3300.**

The materials we have contain assessment materials for grades 4, 8, and 12 from two assessments—1989 and 1990. The open-ended questions for students were intended to assess such things as critical thinking (fact v. opinion; determining cause and effect; supporting an argument; evaluation of evidence), problem solving, skills (map, graph), process

skills (organizing information), themes, and concepts. (The materials do not present an overview of what Massachusetts wanted to assess and how these particular questions evolved from this vision.)

The documents include many sample questions and an analysis of student responses. (There appear to have been no performance criteria ahead of time. Rather, it appears that readers analyzed what they received.)

(TC# 700.3ONTHOW)

Massachusetts Department of Education. ***Performance Tasks in Grades 4, 8, and 12,*** **1993. Available from: Advanced Systems in Measurement & Evaluation, Inc., Corporate Office, PO Box 1217, 171 Watson Rd., Dover, NH 03820, (603) 749-9102. Also available from: Massachusetts Department of Education, 350 Main St., Malden, MA 02148, (617) 388-3300.**

This document contains 12 assessment tasks—four for each of grades 4, 8, and 12. These appear to be the versions used in the 1993 state assessment—no contextual descriptive information is included. Tasks have these characteristics: some individual and some group, some require manipulatives while others are totally paper and pencil; all responses are written, each requires students to answer a series of related questions; they do not focus on recall of information, but rather require students to plan, make decisions, and provide rationales.

No performance criteria, technical information, nor sample student responses are included.

(TC# 700.3PERTAG)

Massell, Diane, and Michael Kirst (Eds.) ***Setting National Content Standards.*** **Located in: Education and Urban Society 26, February 1994.**

The entire February 1994 issue is devoted to setting content standards. The various papers focus on:

1. The processes by which various groups developed standards (e.g., NCTM Mathematics, ACT Advanced Placement, California Social Studies, English);
2. What didn't work in previous endeavors (e.g., science reform efforts in the 1950's and 1960's);
3. Issues that are faced when setting standards and features of approaches that seem to be more successful.

Actual draft standards are not provided.

(TC#000.5SETNAC)

Massell, Diane. ***Setting Standards in Mathematics and Social Studies.*** **Located in: Education and Urban Society 26, February 1994, pp. 118-140.**

This paper presents the history of developing content standards in mathematics and social studies. It also provides ideas on procedures that seem to work better than others.

(TC#000.5SETSTM)

McDonald, Joseph P., Sidney Smith, Dorothy Turner, et al. ***Graduation by Exhibition—Assessing Genuine Achievement*****, 1993. Available from: Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314, (703) 549-9110, fax (703) 549-3891.**

This book is about a strategy for school reform called "planning backwards from exhibitions." Schools postpone consideration of change in order to consider first what student outcomes the schools aim for and how they will know if their aim succeeds. Schools define a vision of what they want for graduates by proposing a vision of what they want them to do well. Having imagined the vision, they do an exhibition to compare the vision against the actual state of affairs. Then they plan backwards what students would need to know and be able to do at various grades or ages in order to attain the ultimate vision of success at grade 12.

This booklet describes this process using three case studies in which slightly different views of student success were used as the "platform" on which to build change. One site had, as their vision of student success, the ability to develop position papers on important issues, another wanted students to conduct an inquiry and present results, and the third aimed for students who could successfully participate in discussion seminars.

(TC# 150.6GRAEXA)

Miller, Barbara. ***Authentic Assessment Writing Conference*****, 1993. Available from: Social Science Education Consortium, Inc., 3300 Mitchell Ln., Suite 240, Boulder, CO 80301, (303) 492-8154, fax: (303) 449-3925.**

The Social Science Education Consortium is engaged in a multi-year project to develop performance assessments in the area of law-related education. Teachers participating in the project develop and share assessments. This document includes current drafts of 12 assessments including moot court, discussion of public issues, civil rights, and US history. Most examples appear to be for secondary students and, although still in development, include good task descriptions and some kind of mechanism for scoring student responses. The tasks tend to be more highly developed than the scoring guides. Criteria for scoring student responses/performances include such things as: knowledge of the topic under discussion; persuasiveness; knowledge of procedures; group discussion skills; and critical thinking.

The document also includes steps for developing a performance assessment and a bibliography of Social Science Education Consortium assessments under development.

(TC# 700.3AUTASW)

Miller, Barbara. *To Develop A Performance Task*, 1992. Available from: Barbara Miller, Social Science Education Consortium, Inc. 3300 Mitchell Ln., Suite 240, Boulder, CO 80301, (303) 492-8154, fax: (303) 449-3925.

This document contains the following items:

1. Guidelines from the Consortium and from Aurora Public Schools on how to plan performance tasks.
2. Two assessments (Congressional Hearing and Middle Eastern Conference) that use these planning guidelines.

(TC# 700.3TODEVA)

Miller, Barbara, and Laurel Singleton. *Preparing Citizens: Linking Authentic Assessment and Instruction inCivic/Law-Related Education—Field Test Edition*, January 1995. Available from: Social Science Education Consortium, 3300 Mitchell Ln., Suite 240, Boulder, CO 80301.

This book is the product of a two-year Department of Education-funded project in which Social Science Education Consortium (SSEC) staff worked with state LRE project directors and teachers from five states: Colorado, Illinois, Michigan, Oregon, and Washington. The book reflects the work of the participating teachers, as they tried to improve the link between instruction and assessment in their classrooms. The handbook is organized so that individual teachers can consider their current classroom practice and adapt some of the ideas presented to their experience. The handbook also encourages teacher-to-teacher conversation about individual approaches to determining what students should be able to do as a result of completing a study of particular content and skills, setting standards, and assigning grades.

The book is very user friendly and discusses ideas in an engaging and personal manner.

(TC# 730.6PRECIT)

Mosenthal, Peter, and Irwin Kirsch. *Using Knowledge Modeling as a Basis for Assessing Students' Knowledge [Learning from Exposition].* Located in: Journal of Reading 35, May 1992, pp. 668-678.

The authors discuss "knowledge modeling" as a way to assess student growth in social studies. Knowledge modeling means mapping the knowledge structure that students have constructed in a topic area. One asks students to describe or list what they know about a

topic. This is analyzed with respect to a "knowledge model template" which describes the types of knowledge possible about the topic. (Thus, the scoring of each topic requires a different scoring template.) The authors use the example of impeachment to show how this works.

The paper also describes a study which showed that students with different types of knowledge before instruction learned different types of things from instruction. (Students constructed meaning based on what they already knew.) The authors also explore ways that the method might be used to track student knowledge structures in general and compare the structures of novices and experts.

(TC# 700.3LEAFRE)

Moss, Pamela, and Stephen Koziol, Jr. *Investigating the Validity of a Locally Developed Critical Thinking Test.* Located in: Educational Measurement Issues and Practice, Fall 1991, pp. 17-22. Also available from: University of Pittsburgh, School of Education, 4K30 Forbes Quadrangle, Pittsburgh, PA 15260.

The article briefly describes the Monitoring Achievement in Pittsburgh (MAP) Critical Thinking Project being developed in the Pittsburgh Public Schools. This project focuses on developing critical thinking through the social studies curriculum. The associated tests require students to read textual passages and draw inferences or make an evaluation about the passage. All responses are in writing. The tasks are briefly described as is a pilot study of their use.

(TC# 050.3INVVAL)

National Council for the Social Studies (NCSS). *Curriculum Standards for the Social Studies*, Excerpted Draft, February 1994. Available from: NCSS, 3501 Newark St. NW, Washington, DC 20016, (202) 966-7840.

This document provides a clear, succinct summary and discussion of the major goals of social studies education in the US. Essentially, it states that social studies programs set as a major purpose the promotion of civic competence—the knowledge, skills, and dispositions required of students to be able to assume, with dignity, the office of citizen in our democratic republic.

(TC# 700.5CURSTS)

National Council for the Social Studies (NCSS). *Testing and Evaluation of Social Studies Students*, 1991. Available from: NCSS, 3501 Newark St. NW, Washington, DC 20016, (202) 966-7840. Also located in: Social Education, September 1991, pp. 284-286.

This paper presents a general statement of what social studies assessment should be like. For example, some of the policy statements are: "evaluation instruments should focus on stated

curriculum goals and objectives," and "state and local education agencies should measure long-term effects of social studies instruction."

(TC# 700.6TESEVS)

Neveh-Benjamin, Moshe, Wilbert McKeachie, Yi-Guang Lin, et al. *Inferring Students' Cognitive Structures and Their Development Using the "Ordered Tree Technique."* Located in: Journal of Educational Psychology 78, 1986, pp. 130-140.

The "ordered tree technique" is a method to display important relationships assumed to be in a student's memory about concepts taken from a specific field of study. (That is, it analyzes the sophistication of students' cognitive structures of information.) The paper demonstrates this technique in two studies using subject matter from a university course.

(TC# 760.3INFSTC)

Newmann, Fred M. *The Assessment of Discourse in Social Studies*, 1992. Located in: Berlak, Harold, Fred M. Newmann, and Elizabeth Adams, (Eds.) et al., Toward a New Science of Educational Testing and Assessment, pp. 53-69. Available from: State University of New York Press, State University Plaza, Albany, NY 12246.

The author makes the case for emphasizing "discourse" in social studies education. Discourse is language produced by the student with the intention of narrating, persuading, explaining, or analyzing. Discourse requires students to integrate relevant information and use it in novel ways. Discourse (1) facilitates the learning of content in social studies, (2) reinforces development of social perspectives considered fundamental to democratic citizenship, especially tolerance or taking the role of the other, and (3) promotes higher-order thinking.

The author also contends that evaluating student discourse is the best way to assess both depth of understanding and ability to use information.

Although the paper is written in a somewhat academic tone, there is a nice discussion of the ways multiple-choice tests can have counterproductive side effects in instruction, provides a good set of performance tasks to promote and elicit discourse, and builds a good case for discourse.

No criteria for assessing the quality of student discourse are given.

(TC# 700.5ASSDIS)

Newmann, Fred M., Walter G. Secada, and Gary G. Wehlage. ***A Guide to Authentic Instruction and Assessment: Vision, Standards and Scoring—Pre-Publication Draft,*** **February 9, 1995. Available from: Wisconsin Center for Educational Research, School of Education, University of Wisconsin, 1025 W. Johnson St., Madison, WI 53706, (608) 263-4200.**

The authors' premise is that innovative teaching techniques (e.g., cooperative learning, group discussions, hands-on experiments and videos) do not guarantee a change in the "intellectual quality" of what students are asked to do. For example, "a portfolio that shows a variety of student work over a semester might replace the final exam taken in one sitting, but the portfolio itself could be filled with tasks" devoted to remembering and listing isolated bits of information. Thus, the merit of any teaching technique should be judged by its ability to improve the "intellectual quality of student performance."

The paper is devoted to defining "intellectual quality," developing criteria for judging the intellectual quality of the school work students are asked to perform, for judging the quality of assessment tasks, and for assessing the intellectual quality of student work. The criteria are designed for use in *any* context area and thus serve to define delivery and performance standards across the curriculum and across teaching methods. Specific examples of the criteria are provided in math and social studies. Some samples of student work are included.

(TC# 050.3GUIAUI)

Palmquist, Kristin. ***Involving Teachers in Elementary History and Social Science Test Development: The California Experience.*** **Located in: Social Education 56, 1992, pp. 99-101.**

This article briefly discusses California's development of performance assessments in American history for grade 8 students. It includes some general guidelines for developing "prompts," describes two of the tasks in some detail, and briefly outlines a six-point holistic scoring scale. The holistic scale is not task-specific but generalizable across tasks.

(TC# 750.3INVTEE)

Parker, Walter C. ***Assessing Citizenship.*** **Located in: Educational Leadership, November 1990, pp. 17-22.**

This paper describes a process for clarifying the goal of citizenship instruction so that (1) it functions as a guide for content selection, and (2) students know what it means to achieve it. The process recommends that districts begin with the end (what tasks could students perform to demonstrate their readiness to hold the office of citizen?) and then plan a sequence of learning that will enable students to be able to do these tasks by the time they leave high school. The authors provide a brief description of six tasks developed by various curriculum committees that exemplify what students should be able to do. For example: "Select one pressing public controversy drawn from this month's newspapers and write an analysis of the

issues involved, take a position, argue both for and against the position, and draw at least one historical parallel."

The paper also briefly mentions some of the activities in various grade levels that would need to occur in order to prepare students for these tasks.

(TC# 730.6ASSCIT)

Parker, Walter C., and David Harris. *Assessment section of: Handbook on Teaching Social Issues*, 1994. Available from: University of Washington, College of Education, Curriculum and Instruction, 122 Miller, DQ-12, Seattle, WA 98195, (206) 543-6636, fax (206) 543-8439.

This document is comprised of two separate papers and an introduction that ties them together. These papers form the assessment part of *The Handbook on Teaching Social Issues*. They are concerned with assessing student learning in an issue-centered curriculum. The major point is that assessments do not merely help educators find out what and how much students have learned, but they serve as the ends for teaching and learning. The papers discuss what our goals for social studies education should be, why it is important to have a unified vision of goals across grades and subject matter areas, and how assessment not only can be used to monitor progress toward the goals, but is an essential ingredient in attaining our goals. In fact, "when assessments are carefully fitted to curriculum goals, meaning that they clarify, specify, and qualify them, the boundaries between curriculum and assessment work are effectively blurred so that a discussion of assessment measures becomes a discussion of curriculum and vice versa."

The papers include sample assessment tasks and performance criteria (specifically for assessing small group discussions of public issues). They also include some exercises used with curriculum committees to explore these issues, and sample curriculum outlines.

(TC# 730.6ASSSEH)

Paul, Richard. *Critical Thinking and Social Studies*, 1992. Located in: A. J. A. Binker, Ed., Critical Thinking: What Every Person Needs to Survive in a Rapidly Changing World, Revised Second Edition, pp. 587-598. Available from: Foundation for Critical Thinking, 4655 Sonoma Mountain Rd., Santa Rosa, CA 95404, (707) 546-4926.

Although not about assessment per se, this document is included here because it discusses the goals of social studies instruction—what should students know and be able to do as the result of social studies instruction. Such goals statements can be used to focus both instruction and assessment.

(TC# 700.5CRITHS)

Perlman, Carole. *The CPS Performance Assessment Idea Book*, November 1994. Available from: Chicago Public Schools, 1819 W. Pershing Rd., Chicago, IL 60609.

This handbook was developed to assist educators in developing performance assessments. Its most notable feature is a bank of over 90 sets of rubrics for assessing student performance in various grade levels and subject areas—reading, writing, mathematics, science, social studies, and fine arts. There are also well written sections on how to develop rubrics and performance tasks, and how to evaluate the quality of rubrics and performance tasks.

(TC# 000.3CPSPEA)

Peters, Wilkie. *American History: The Black Experience from Reconstruction to the Civil Rights Movement of the 1960's*, Undated. Available from: Urbandale Public Schools, 7101 Airline Ave., Urbandale, IA 50322, (515) 253-2300.

This document contains three teacher-developed, secondary American history research projects and associated performance criteria. The three projects are: *The Black Experience from Reconstruction to the Civil Rights Movement of the 1960's, Timeline*, and *Civil War Soldier*. Performance criteria are task-specific. No technical information or samples of student work are included.

(TC# 750.3AMEHIB)

Psychological Corporation, The. *GOALS: A Performance-Based Measure of Achievement—Social Science*, 1992. Available from: The Psychological Corporation, Order Service Center, PO Box 839954, San Antonio, TX 78283, (800) 228-0752.

GOALS is a series of open-response questions (only one right answer) that can be used alone or in conjunction with the MAT-7 and SAT-8. Three forms are available for 11 levels of the test covering grades 1-12. Tests are available in science, math, social studies, language and reading. Each test (except language) has ten items. Students write their responses to each question. The social studies test is designed to measure students' ability to use the process skills of the social sciences that are widely taught in social studies classrooms. Some questions require students to recall or define specific factual information. Other questions require students to demonstrate an understanding of chronology, to interpret data in a chart or table, or to draw a graph.

Responses are scored on a four-point holistic scale (0-3) which emphasizes the degree of correctness of the answer and clear supporting evidence. A generalized scoring guide is applied to specific questions by illustrating what a 3, 2, 1, and 0 response might contain.

Both norm-referenced and criterion-referenced (how students look on specific skills) reports are available. Scoring can be done either by the publisher or locally. A full line or report types (individual, summary, etc.) are available. The materials we received did not furnish any technical information about the test.

The publisher wants to make clear the difference between *GOALS* and a full-blown performance assessment. *GOALS* is less detailed, covers more topics, requires less depth of response, and is timed.

(TC# 700.3GOALS)

Ruffalo, Kathryn. *Diploma by Exhibition*, 1994. Available from: Sullivan High School, 6631 N. Bosworth Ave., Chicago, IL 60626, (312) 534-2000.

This document is the 1994 version of Sullivan High School's senior seminar. Students must read three or four original works from history, philosophy, literature, or political science. Then they participate in a seminar discussion of questions linking the readings. Finally, they write a three- to five-page paper on a topic chosen from a list developed by teachers.

Criteria for evaluating students in the seminar include: quality of contributions, ability to express ideas, reference to texts, appropriate response to others, and level of involvement. Criteria for the paper emphasize ideas, organization and conventions. Students must pass the seminar to graduate.

The document includes directions for students, lists of text to be read, and performance criteria. No sample student work or technical information is included.

(TC# 700.3DIPBYE)

Ruffalo, Kathryn. *Exhibitions of Mastery: Students in Action*, 1990. Available from: Sullivan High School, 6631 N. Bosworth Ave., Chicago, IL 60626, (312) 534-2000.

This document describes Sullivan High School's Socratic Seminar (illustrated with an example), diploma by exhibition, and a proposed senior project. A brief outline of criteria for assessing these performances is included.

(TC# 050.3EXHMAS)

Souza, Anthony R. de, and Roger M. Downs. *Geography for Life—Executive Summary—National Geography Standards 1994*. Available from: National Geographic Research & Exploration, 1145 17th St., NW, Washington, DC 20036.

"This publication is both an executive summary of *Geography for Life: National Geography Standards 1994* and an introduction to geography as a discipline, geography as an essential part of every child's education, and geography as an integral part of the lives of all Americans."

(TC# 740.5GEOFOL)

Stalker, Veronica. *Urbandale Alternative Assessment Project*, 1991. Available from: Urbandale Community School, 7101 Airline Ave., Urbandale, IA 50322, (515) 253-2300.

Urbandale High School is "working to implement authentic forms of assessment throughout all of the disciplines." In all subject areas, teachers are asked to develop at least one "authentic" unit in which students are given an engaging task and which are assessed using a predefined rubric. This package contains materials used as handouts in an ASCD alternative assessment session. It contains a policy statement and five samples of units developed by teachers: projects on the environment, earthquakes, writing in math, and American history.

In a personal communication, the teacher developing the history units makes the following points.

1. She has seen students empowered by clear performance targets presented ahead of time.
2. Assessment is daily and ongoing.
3. Having an "authentic final" did not work if the rest of the class is lecture based. Students need practice with open-ended units and performance criteria.
4. The biggest challenge is not coming up with the tasks for the "authentic units" but coming up with good performance criteria, and clearly communicating these to students.
5. In the past, she has developed a different set of performance criteria for each task. However, now she sees that there are common threads through them, and she feels she can come up with a "master rubric" that can apply across many tasks. To this master rubric, criteria specific to a given task can be added. The master rubric includes such things as accuracy of historical facts and how interesting the report is to read.

(TC# 000.3URBALA)

Texas Education Agency. *Texas Assessment of Academic Skills, Social Studies Objectives and Measurement Specifications*, 1994. Available from: Texas Education Agency, Division of Student Assessment, 1701 N. Congress Ave., Austin, TX 78701.

Assessment in social studies is scheduled for implementation in grades 4 and 8 during the 1993-94 school year and at the high school level during the 1994-95 school year. The social studies assessment is based on 10 broad objectives. The assessment has both multiple-choice items and performance assessment tasks.

The two documents we received contain the following information: general task specifications for the grade 4 and 8 tests; the 10 broad objectives in social studies adopted by Texas; two sample performance tasks and many sample multiple-choice items for grades 4 and 8. The performance tasks consist of designing a tourist brochure (grade 4) and writing a letter to support a position on an issue related to freedom of the press (grade 8). Both tasks are extended projects some of which are done in groups.

Criteria for scoring student responses are very sketchy, but appear to be task-specific.

(TC# 700.3TEXASA)

Wiggins, Grant. *What Is a Rubric? A Dialogue on Design and Use,* 1993. Available from: Center on Learning, Assessment and School Structure (CLASS), 648 The Great Road, Princeton, NJ 08540, (609) 252-1211, fax (609) 252-1268.

In this paper, the author discusses: definitions of terms surrounding performance criteria (rubric, standards, descriptors), characteristics of sound performance criteria, and how to develop performance criteria. He prefers generalized, analytical trait, descriptive criteria. Generalized criteria are designed to be used across tasks. Analytical trait means that all important dimensions of a performance are scored separately. Descriptive means that the different scores points are described in detail so that the salient differences are well defined. (This is opposed to quantitative systems in which either (1) the number of responses are counted with no regard to quality, e.g., "excellent" means "five facts from the story are listed"; or (2) relative quality is assessed, e.g., "excellent," "good," "fair," or "poor" problem solving.)

(TC# 150.6WHARUD)

Wilson, Suzanne M., and Samuel S. Wineburg. *Wrinkles in Time and Place: Using Performance Assessments to Understand the Knowledge of History Teachers.* Located in: American Educational Research Journal 30(4), Winter 1993, pp. 729-769.

The Stanford University's *Teacher's Assessment Project (TAP)* developed prototypes of assessments that would inform the work of the National Board of Professional Teaching Standards (NBPTS) which has been engaged since 1987 in planning a voluntary system of national certification for teachers. During its four year history, TAP developed performance exercises in secondary history/social studies and elementary math, and a series of portfolio assessments in secondary biology and elementary language arts. This paper focuses on the history/social studies assessments.

Three tasks were developed: (1) *Evaluation of Student Papers*, in which teachers read and respond to a set of student essays; (2) *Use of Documentary Materials*, in which teachers planned a classroom activity using primary sources; and (3) *Textbook Analysis*, in which teachers evaluated a selection from a widely used US history textbook.

The paper analyzes in detail two teachers responses to these tasks and discuss what performance assessments can tell us about teacher pedagogical knowledge and reasoning. Tasks are described, but the paper does not contain all the materials or information necessary to do them. Performance criteria are not included.

(TC# 130.4WRITIP)

Zevin, Jack. ***Clashing Conceptions of Citizenship: Contradictions for Teaching Critical Thinking in the Schools.*** **Located in: Inquiry: Critical Thinking Across the Disciplines 10(3), November 1992, pp. 3-6 & 22.**

The authors present the argument that our goals for students in social studies can conflict because we have conflicting notions about what things like citizenship and democracy mean. What, for example, does "good citizenship" mean—patriotism or critical analysis of our system of government? Can we foster patriotism and still encourage students to think critically?

This paper is included on this bibliography because it discusses goals for students: what should we emphasize in our instruction. Assessments have to be designed around a clear conception of what we are trying to accomplish with students.

(TC# 700.5CLACOC)

Zola, John. ***Scored Discussions.*** **Located in: Social Education 56, February 1992, pp. 121-125. Also available from: National Council for the Social Studies, 3501 Newark St. NW, Washington, DC 20016, (202) 966-7840.**

The author discusses group discussions in social studies: rationale, how to score them and how to structure the task.

(TC# 700.6SCODIS)

Social Studies Bibliography

Index Codes

A - Type

1 = Example
2 = Theory/how to assess
3 = Content/what should be assessed
4 = Related: general assessment; program evaluation

B - Purpose for the Assessment

1 = Large scale monitoring
2 = Classroom
3 = Research

C - Grade Levels

1 = Pre k-k
2 = 1-3
3 = 4-6
4 = 7-9
5 = 10-12
6 = Adult
7 = Special education
8 = All
9 = Other

D - Content Covered

1 = History
2 = Social Sciences
3 = Geography
4 = Integrated
5 = Civics/Government/Law

E - Type of Tasks

1 = Enhanced multiple choice
2 = Constructed response: short answers
3 = Long response/essay
4 = On-demand
5 = Project
6 = Portfolio
7 = Group
8 = Other than written
9 = Cognitive map

F - Skills Assessed

1 = Knowledge/conceptual understanding
2 = Application of concepts
3 = Persuasion
4 = Critical thinking/problem solving; reasoning/decision making
5 = Group process skills
6 = Quality of writing
7 = Student self reflection
8 = Process
9 = Comprehension

G - Type of Scoring

1 = Task specific
2 = General
3 = Holistic
4 = Analytical Trait
5 = Developmental continuum

Social Studies Bibliography
Index

Note: DOE=Dept. of Education

A1Alberta DOE (TC# 700.3SOCSTU)
A1Alberta DOE (TC#700.3DIPEXA)
A1Baker & Aschbacher (TC#000.3CREPEA)
A1Baker & Freeman (TC#750.3COGASH)
A1Barone (TC#750.3ASSTHS)
A1BC Ministry of Ed (TC# 000.3BCPERA)
A1CA DOE (TC#700.3SAMHIS)
A1CTB/McGraw-Hill (TC#060.3CAT-5a)
A1Darling-Hammond & Einbender (TC#000.3AUTASP)
A1Herman-Cooper & Aschbacher (TC#000.3ISSDEA)
A1Hibbard (TC# 000.6TOGSTC)
A1Horn & Olson (TC#000.3LANCOP)
A1Kon & Martin-Kniep (TC#740.3STUGEK)
A1KY DOE (TC#060.3KENINR)
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A1MA DOE (TC#700.3PERTAG)
A1MD Assess. Cons. (TC# 000.3MARASC)
A1MD DOE (TC# 700.3MSPPUR)
A1MD DOE (TC#060.3MARSCP)
A1Miller & Singleton (TC# 730.6PRECIT)
A1Miller (TC#700.3AUTASW)
A1Miller (TC#700.3TODEVA)
A1Mosenthal & Kirsch (TC#700.3LEAFRE)
A1Moss & Koziol (TC#050.3INVVAL)
A1Neveh-Benjamin & McKeachie (TC#760.3INFSTC)
A1Newmann & Secada (TC#050.3GUIAUT)
A1Palmquist (TC#750.3INVTEE)
A1Parker & Harris (TC# 730.6ASSSEH)
A1Perlman (TC# 000.3CPSPEA)
A1Peters (TC#750.3AMEHHB)
A1Psychological Corp. (TC#700.3GOALS)
A1Ruffalo (TC# 700.3DIPBYE)
A1Ruffalo (TC#050.3EXHMAS)
A1Stalker (TC#000.3URBALA)
A1TX Ed. Agency (TC#700.3TEXASA)
A1Webb (TC# 750.6TEATOT)

A2Adams (TC#700.6PORASS)
A2Arter (TC#150.6INTASI)
A2Arter (TC#150.6PERCRH)
A2Conley (TC#150.6PROBAA)
A2Herman-Cooper & Aschbacher (TC#000.3ISSDEA)
A2Kon & Martin-Kniep (TC#740.3STUGEK)
A2Ladwig & King (TC#700.4RESSES)
A2Miller (TC#700.3AUTASW)
A2Miller (TC#700.3TODEVA)
A2Mosenthal & Kirsch (TC#700.3LEAFRE)
A2Nat'l Council for the Soc. Stds. (TC#700.6TESEVS)
A2Newmann (TC# 700.5ASSDIS)
A2Palmquist (TC#750.3INVTEE)
A2Parker & Harris (TC# 730.6ASSSEH)
A2Perlman (TC# 000.3CPSPEA)
A2Zola (TC#700.6SCODIS)

A3Center for Civic Ed (TC#730.5NATSTC)
A3Clarridge & Whitaker (TC# 150.6IMPNEE)
A3Conley (TC#150.6PROBAA)
A3Crabtree (TC# 750.5NATHIS)
A3Curriculum Corp. (TC# 700.5STUSOE)
A3Geog. Ed. Stds. Proj. (TC# 740.5NATGES)
A3Kobrin & Abbott (TC#750.5LEAHID)
A3Massell & Kirst (TC#000.5SETNAC)
A3Miller & Singleton (TC# 730.6PRECIT)
A3Nat'l Council for Soc. Stds. (TC# 700.5CURSTS)
A3Newmann & Secada (TC#050.3GUIAUT)
A3Newmann (TC# 700.5ASSDIS)
A3Parker & Harris (TC# 730.6ASSSEH)
A3Parker (TC#730.6ASSCIT)
A3Paul (TC# 700.5CRITHS)
A3Souza (TC# 740.5GEOFOL)
A3Zevin (TC#700.5CLACOC)

A4Arter (TC#150.6INTASI)
A4Arter (TC#150.6PERCRH)
A4Clarridge & Whitaker (TC# 150.6IMPNEE)
A4Flood & Lapp (TC#730.6ASSSTA)
A4Ladwig & King (TC#700.4RESSES)
A4Lehrer & Erickson (TC#700.6ASSKND)
A4Littleton Pub. Sch. (TC#150.6LITALA)
A4Massell (TC#000.5SETSTM)
A4McDonald & Smith (TC# 150.6GRAEXA)
A4Perlman (TC# 000.3CPSPEA)
A4Wiggins (TC#150.6WHARUD)
A4Wilson (TC#130.4WRITIP)

B1Alberta DOE (TC# 700.3SOCSTU)
B1Alberta DOE (TC#700.3DIPEXA)
B1Baker & Aschbacher (TC#000.3CREPEA)
B1Baker & Freeman (TC#750.3COGASH)
B1Barone (TC#750.3ASSTHS)
B1BC Ministry of Ed (TC# 000.3BCPERA)
B1CTB/McGraw-Hill (TC#060.3CAT-5a)
B1Darling-Hammond & Einbender (TC#000.3AUTASP)
B1KY DOE (TC#060.3KENINR)
B1Lawrence (TC#700.3UTACOC)

B1MA DOE (TC#700.3ONTHOW)
B1MA DOE (TC#700.3PERTAG)
B1MD DOE (TC# 700.3MSPPUR)
B1MD DOE (TC#060.3MARSCP)
B1Miller & Singleton (TC# 730.6PRECIT)
B1Moss & Koziol (TC#050.3INVVAL)
B1Newmann & Secada (TC#050.3GUIAUI)
B1Palmquist (TC#750.3INVTEE)
B1Psychological Corp., (TC#700.3GOALS)
B1Ruffalo (TC#050.3EXHMAS)
B1TX Ed. Agency (TC#700.3TEXASA)

B2Adams (TC#700.6PORASS)
B2BC Ministry of Ed. (TC# 000.3BCPERA)
B2Hibbard (TC# 000.6TOGSTC)
B2Horn & Olson (TC#000.3LANCOP)
B2Lehrer & Erickson (TC#700.6ASSKND)
B2MD Assess. Cons. (TC# 000.3MARASC)
B2Miller & Singleton (TC# 730.6PRECIT)
B2Miller (TC#700.3AUTASW)
B2Miller (TC#700.3TODEVA)
B2Mosenthal & Kirsch (TC#700.3LEAFRE)
B2Neveh-Benjamin (TC#760.3INFSTC)
B2Newmann & Secada (TC#050.3GUIAUI)
B2Parker & Harris (TC# 730.6ASSSEH)
B2Peters (TC#750.3AMEHIB)
B2Ruffalo (TC# 700.3DIPBYE)
B2Stalker (TC#000.3URBALA)
B2Zola (TC#700.6SCODIS)

B3Ladwig & King (TC#700.4RESSES)
B3Lehrer & Erickson (TC#700.6ASSKND)
B3Miller & Singleton (TC# 730.6PRECIT)

C1Darling-Hammond & Einbender (TC#000.3AUTASP)

C2Clarridge & Whitaker (TC# 150.6IMPNEE)
C2Lawrence (TC#700.3UTACOC)
C2MD Assess. Cons. (TC# 000.3MARASC)
C2MD DOE (TC# 700.3MSPPUR)
C2MD DOE (TC#060.3MARSCP)

C3CA DOE (TC#700.3SAMHIS)
C3Clarridge & Whitaker (TC# 150.6IMPNEE)
C3Darling-Hammond & Einbender (TC#000.3AUTASP)
C3KY DOE (TC#060.3KENINR)
C3Lawrence (TC#700.3UTACOC)
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C3MA DOE (TC#700.3PERTAG)
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C3TX Ed. Agency (TC#700.3TEXASA)

C4KY DOE (TC#060.3KENINR)
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C4MA DOE (TC#700.3PERTAG)
C4MD DOE (TC# 700.3MSPPUR)
C4MD DOE (TC#060.3MARSCP)
C4Palmquist (TC#750.3INVTEE)
C4TX Ed. Agency (TC#700.3TEXASA)

C5Alberta DOE (TC# 700.3SOCSTU)
C5Alberta DOE (TC#700.3DIPEXA)
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C5Ladwig & King (TC#700.4RESSES)
C5MA DOE (TC#700.3ONTHOW)
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C5Miller (TC#700.3AUTASW)
C5Miller (TC#700.3TODEVA)
C5Mosenthal & Kirsch (TC#700.3LEAFRE)
C5Newmann & Secada (TC#050.3GUIAUI)
C5Parker (TC#730.6ASSCIT)
C5Peters (TC#750.3AMEHIB)
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C5Ruffalo (TC#050.3EXHMAS)
C5Stalker (TC#000.3URBALA)
C5Webb (TC# 750.6TEATOT)

C6Neveh-Benjamin & McKeachie (TC#760.3INFSTC)

C8BC Ministry of Ed (TC# 000.3BCPERA)
C8CTB/McGraw-Hill (TC#060.3CAT-5a)
C8Curriculum Corp. (TC# 700.5STUSOE)
C8Hibbard (TC# 000.6TOGSTC)
C8Horn & Olson (TC#000.3LANCOP)
C8Miller & Singleton (TC# 730.6PRECIT)
C8Parker & Harris (TC# 730.6ASSSEH)
C8Perlman (TC# 000.3CPSPEA)
C8Psychological Corp. (TC#700.3GOALS)
C8Wilson (TC#130.4WRITIP)
C8Zola (TC#700.6SCODIS)

D1Baker & Aschbacher (TC#000.3CREPEA)
D1Baker & Freeman (TC#750.3COGASH)
D1Barone (TC#750.3ASSTHS)
D1BC Ministry of Ed (TC# 000.3BCPERA)
D1CA DOE (TC#700.3SAMHIS)
D1CTB/McGraw-Hill (TC#060.3CAT-5a)
D1Lawrence (TC#700.3UTACOC)
D1Peters (TC#750.3AMEHIB)
D1Stalker (TC#000.3URBALA)
D1TX Ed. Agency (TC#700.3TEXASA)

D2BC Ministry of Ed (TC# 000.3BCPERA)
D2CA DOE (TC#700.3SAMHIS)
D2CTB/McGraw-Hill (TC#060.3CAT-5a)
D2Lawrence (TC#700.3UTACOC)
D2MD Assess. Cons. (TC# 000.3MARASC)

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D3CTB/McGraw-Hill (TC#060.3CAT-5a)
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D3MD DOE (TC#060.3MARSCP)

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D4Curriculum Corp (TC# 700.5STUSOE)
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D5BC Ministry of Ed (TC# 000.3BCPERA)
D5Hibbard (TC# 000.6TOGSTC)
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D5Miller (TC#700.3AUTASW)
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D5Parker (TC#730.6ASSCIT)
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D5Webb (TC# 750.6TEATOT)
D5Zevin (TC#700.5CLACOC)

E1CA DOE (TC#700.3SAMHIS)

E2CA DOE (TC#700.3SAMHIS)
E2CTB/McGraw-Hill (TC#060.3CAT-5a)
E2KY DOE (TC#060.3KENINR)
E2Lawrence (TC#700.3UTACOC)
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E2MD DOE (TC# 700.3MSPPUR)
E2Psychological Corp., The (TC#700.3GOALS)

E3Alberta DOE (TC# 700.3SOCSTU)
E3Alberta DOE (TC#700.3DIPEXA)
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E3CA DOE (TC#700.3SAMHIS)
E3Hibbard (TC# 000.6TOGSTC)
E3Horn & Olson (TC#000.3LANCOP)
E3Kon & Martin-Kniep (TC#740.3STUGEK)
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E3MD DOE (TC# 700.3MSPPUR)
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E3Miller & Singleton (TC# 730.6PRECIT)
E3Miller (TC#700.3AUTASW)
E3Miller (TC#700.3TODEVA)
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E3Palmquist (TC#750.3INVTEE)
E3Peters (TC#750.3AMEHIB)
E3Ruffalo (TC# 700.3DIPBYE)
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E3Stalker (TC#000.3URBALA)
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E7MD DOE (TC# 700.3MSPPUR)
E7MD DOE (TC#060.3MARSCP)
E7Miller (TC#700.3AUTASW)
E7TX Ed. Agency (TC#700.3TEXASA)
E7Zola (TC#700.6SCODIS)

E8Arter (TC#150.6INTASI)
E8Arter (TC#150.6PERCRH)
E8Horn & Olson (TC#000.3LANCOP)
E8MA DOE (TC#700.3PERTAG)

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E8Miller (TC#700.3AUTASW)
E8Ruffalo (TC# 700.3DIPBYE)
E8Ruffalo (TC#050.3EXHMAS)

E9MD Assess. Cons. (TC# 000.3MARASC)
E9Mosenthal & Kirsch (TC#700.3LEAFRE)
E9Neveh-Benjamin & McKeachie (TC#760.3INFSTC)

F1Baker & Aschbacher (TC#000.3CREPEA)
F1CA DOE (TC#700.3SAMHIS)
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F1MD DOE (TC# 700.3MSPPUR)
F1MD DOE (TC#060.3MARSCP)
F1Miller & Singleton (TC# 730.6PRECIT)
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F1Stalker (TC#000.3URBALA)

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F3Alberta DOE (TC#700.3DIPEXA)
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F3CA DOE (TC#700.3SAMHIS)
F3Miller (TC#700.3AUTASW)

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F5Miller (TC#700.3AUTASW)
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F5Zola (TC#700.6SCODIS)

F6Alberta DOE (TC#700.3DIPEXA)
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F6MD DOE (TC# 700.3MSPPUR)
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F8Miller (TC#700.3AUTASW)
F8Miller (TC#700.3TODEVA)
F8Psychological Corp., (TC#700.3GOALS)

F9CTB/McGraw-Hill (TC#060.3CAT-5a)

G1Baker & Freeman (TC#750.3COGASH)
G1Hibbard (TC# 000.6TOGSTC)
G1Kon & Martin-Kniep (TC#740.3STUGEK)
G1KY DOE (TC#060.3KENINR)
G1Lawrence (TC#700.3UTACOC)
G1MD DOE (TC#060.3MARSCP)
G1Miller (TC#700.3AUTASW)
G1Mosenthal & Kirsch (TC#700.3LEAFRE)
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G1Peters (TC#750.3AMEHIB)
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G2Alberta DOE (TC#700.3DIPEXA)
G2Baker & Aschbacher (TC#000.3CREPEA)
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G5Curriculum Corp. (TC# 700.5STUSOE)